



MAHARASHTRA AGRICULTURAL UNIVERSITIES EXAMINATION BOARD,
PUNE

SEMESTER END THEORY EXAMINATION

(Model Answers)

B.Sc. Hon (Agri./Forestry)

Semester	: II (New)	Academic Year	: 2017-18
Course No.	: EXTN 123	Title	: Communication Skills and Personality Development
Credits	: 2(1+1)		
Day & Date	:	Time	: Total Marks : 40

- Note: 1. Solve ANY EIGHT questions from SECTION "A".
2. All questions from SECTION "B" are compulsory.
3. All questions carry equal marks.
4. Draw neat diagrams wherever necessary.

SECTION "A"

Q. 1 **Communication Process**

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are seven major elements/components of communication process:

Sender: The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

Encoding: The sender begins with the encoding process wherein he uses certain words or nonverbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

Message: Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.

Communication Channel: The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

Receiver: The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

Decoding: Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Feedback: The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It

increases the effectiveness of the communication as it permits the sender to know the efficacy of his message.

The response of the receiver can be verbal or non-verbal.

Q. 2 Structure of an impromptu speech

An impromptu speech is simply a mini - speech and therefore it has:

- a. an Opening,
- b. Body and
- c. Conclusion

1. Opening

- Open by addressing the Chairman or Master of Ceremonies, e.g. Mister / Madam Chairman

- Brief introduction / opening sentence attention getting

2. Body

- Cover the main points (Try to find one or two central themes)

- Use clearly worded simple sentences and try to link the themes

3. Conclusion

- Be brief and look for an elegant closing that links back to the opening

- End by acknowledging the Chairman or Master of Ceremonies

Techniques for delivering impromptu speech

1. Give yourself time to prepare

- Take deep breaths

- Rise slowly from your chair and walk slowly to the lectern (or stand behind and away from your chair)

- Use this time to collect your thoughts and decide on the purpose and plan of your speech

- Think about the opening sentence.

- Always remember that never start the speech immediately.

2. Feel confident

- Look around at audience and smile. Stand tall. Don't slump, don't fidget, don't grasp the lectern/podium, don't put hands in your pockets

- Speak and act in a confident manner

3. Slow delivery

- Gives you time to think ahead.

- The audience has time to absorb and react to what you are saying.

- Helps you reduce 'umms' and 'ahhs'.

4. Focus

- Keep the focus on the subject while talking.

- Don't think of any negatives (e.g. being unprepared).

- Talk directly to the audience and adapt to their feedback.

- Maintain good eye contact with the audience.

- Be brief and to the point.

- Don't ramble or say too much on the subject.

- Speak at the audience's level.

Q. 3 Preparation for group discussion

Ensure you contribute to the group - Ensure you contribute to the conversation. Often candidates take up behaviors or actions that aren't actively contributing to the group's outcome. For example, taking lead of the group, standing up to make notes on a board. Be careful not to fall into the trap of regarding these behaviors as earning you

some positive points. In some cases these behaviors can even lead to you being alienated by other group members.

Manage your body language - Ensure good body language and maintain relaxed eye contact. Make sure when you are listening to others you are attentive and demonstrate this through nods and gestures of agreement. If you feel uncomfortable in terms of how you are sitting, simply 'mirroring' other people will help. Smiling always helps too.

Manage conflicts effectively - Avoid confrontation and ensure you allow everyone a chance to speak. If someone is consistently rude and aggressive, do not resort to this behaviour yourself. Assessors will pick this up. Avoid being forceful or speaking over anybody.

Manage your time - Keeping a check on the time will earn you points. Suggesting that you will keep a check on the time and providing regular updates throughout the discussion will also work well. However, if you commit to this responsibility then make sure you maintain that check. There is nothing worse than the session running out of time when you have appointed yourself as timekeeper.

Include others - Keep an eye out for those who do not say anything and take the opportunity to ask them for their opinions. This will gain you both assessors' appreciation and other group member's gratitude.

Ensure you are a team player - More often than not, the group discussion exercises require coming to an agreement on a particular issue. For example, you may be given individual proposals and asked to agree on two of these as a group. In these situations, remember you do not always have to get your ideas accepted. Try to do what is better for the company or organisation as presented in the exercise, rather than what you think might benefit you.

Q. 4 Précis

'Précis' is a French word and concerned with the English word precise. A good précis is a straight forward condensed statement of the salient features, ideas or information contained in the original passage and it is written in a clear and concise way in the writer's own words. A precise is a summary, and précis - writing means summarising. It is the gist or main theme of a passage expressed in as few words as possible. It should be lucid, succinct and full (including all the essential points) so that anyone, on reading it, may be able to grasp the main points and general effect of the passage summarized. It is a clear statement of base facts without any unnecessary frills.

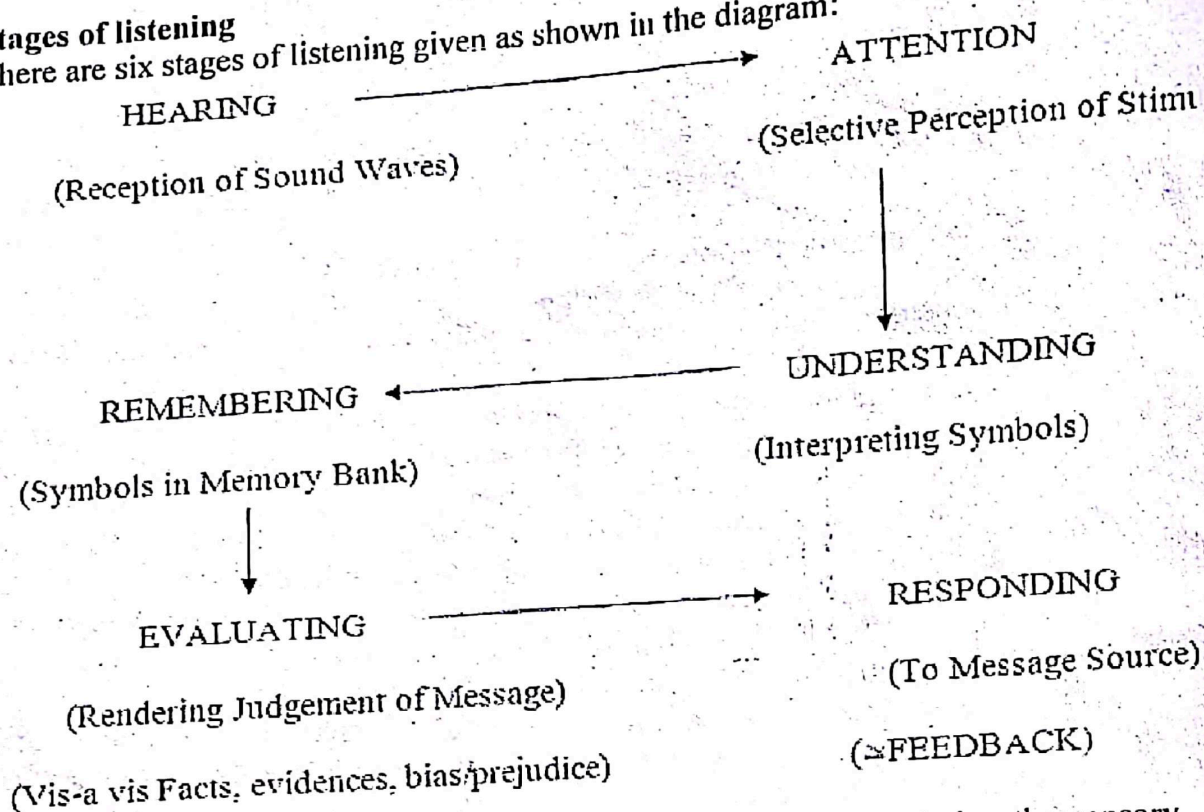
Guidelines for good précis writing.

1. Read the passage at least two times to familiarise yourself with the theme and the main ideas contained in the passage.
2. Give the passage a little, a suitable title would help you to identify the name of the passage.
3. Write down important points and arrange them in the same sequence as the original passage.
4. Make a rough draft. A précis should not be more than 1/3 of the original unless otherwise directed.
5. Write the precise in the indirect form of narration using only the third person.
6. Scrupulously avoid all examples figures of speech, illustrations and comments.
7. Retain all those facts and ideas which are related to the main ideas, reject those which have minor importance.
8. Drop all redundant words and expressions.

Q. 5

Stages of listening

There are six stages of listening given as shown in the diagram:



Hearing - It refers to the response caused by sound waves stimulating the sensory receptors of the ear. Therefore, the reception of sound waves, which we know as hearing, does not mean that there is any conscious perception of what is being heard.

Attention - Our senses are constantly bombarded by countless stimuli from the world around us. However, your brain screens these stimuli and permits only a few to come into focus. This selective perception is known as attention.

Understanding - Hearing and perceiving a sound are not enough to enable meaningful messages to be received. The next step understands the symbols we have seen and heard. To do this, we must analyze the meaning of the stimuli we have perceived.

Remembering - Remembering is important to the listening process because it means that an individual has also added it to the mind's storage bank.

Evaluating - It is at this point that the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message.

Responding - This stage of the process requires that the receiver complete the process through verbal and / or non-verbal feedback.

Q. 6

Loose or Vertical card index

It is used to overcome the drawbacks of the Page Index. A card index consists of a number of small size cards (12 cms x 7 cms) each concerned with one item of the index. Heading is on the top edge of the card. It is useful in keeping a record of investments, names and addresses of customers, dealers, etc. specimen signatures of account holders in a bank, a catalogue of books etc.

Advantages

- Can be arranged in any order-alphabetical, numerical, geographical etc.
- Cheaper
- Provides complete list,
- Highly elastic and flexible
- Put to many uses

- Can be recorded and obtained quickly
- Different colored cards can be used for easy classification of customers or sub groups.

Disadvantages

- All cards are not visible at a glance
- Danger of cards being lost mutilated or destroyed,
- Supervision becomes difficult,
- Constant handling spoils the cards and they need replacement,

Q. 7 Allport's trait theory

He considered traits as "internal structures that direct the behavior of the individual in consistent, characteristic ways." He described two types of traits

Common traits- are characteristics that are common to many people and by which individuals can be compared. Eg. Friendliness, responsibility, dominance. These traits can be compared based on the extent to which people show these traits.

Unusual traits or trait combinations that characterize individuals and give them their unique personalities. Eg – a sense of humour, crude cynicism, optimism.

These types of traits can be either i) cardinal ii) central or iii) secondary, depending upon how much of each trait is expressed by the individual.

1. **Cardinal Traits**- lead a person to behave in similar ways in different situations. Eg. rigid, assertive people generally have only one cardinal trait.

2. **Central Traits**- are similar to cardinal traits but are not as consistently seen as cardinal traits. Common ones are shyness, optimism, cheerfulness, introversion. A person can have many central traits.

3. **Secondary traits**- are only seen in particular situations or at particular times. They are important characteristics of individuals but are not as pervasive as central or cardinal traits; instead, they help to give a more complete picture of the person.

Q. 8 Factors Affecting Personality

Personality is an all encompassing phenomena and many factors shape and determine human personality all through the life. The relative contribution of each of these factors is dependent on stage of life cycle the individual is passing through.

1. **Heredity** - Heredity refers to those factors that were determined at the time of conception, through genes. Physical stature, facial features, temperament, energy levels, biological rhythm are all inherited, which determine a wide range of personality characteristics.

2. Family factors

Parenting styles – being brought up / raised by parents who could have different styles of parenting can be critical factors in the child's personality. Eg. An authoritarian parent, who places rigid rules in the child's path, may make a child timid or on the other hand rebellious. Democratic parenting may bring responsible behaviour in the child. Too permissive parenting may make a child pursue fewer goals and become laid back.

Life experiences – what life experiences an individual goes through could develop certain traits in the individual. Stressful situations can bring about distress, anxiety and diffidence in the person. Happy and successful experiences can lead to confidence, assertive nature and goal directed behaviour.

3. **Intelligence** – Intelligence is both a factor of personality as well as a factor that affects personality. Research has shown that high intelligence is related to social success, emotional stability and success in many aspects in life, which contribute to positive personality development.

4. **Health and physical states** - Health and physical states of the individual – when

people suffer health problems, personality suffers. Ill health brings down physical energy levels, motivational levels and general vitality is lost. Personality suffers due to these conditions.

5. Neighborhood - Different kinds of neighborhoods give very different experiences to individuals. People must make adjustments to demands of the neighborhoods, its people and its expectations. For instance, children can be easily influenced if they live in a crime ridden neighborhood to develop certain behaviours that suit that environment. Calm, quiet and cultured neighborhoods have calming effects on individual's personalities.

6. Culture - Different cultures of the world have set norms, standards and acceptable patterns of behaviour that the persons residing those cultures must abide by. This brings about vast differences in the personalities of people. Even in a single country too, different ethnic groups have different cultural practices which bring about diversities in personalities of people.

Q. 9 Note taking tips for students (points)

- i. Come to class prepared
- ii. Start a new page for each new class
- iii. Don't try to write down every word your teacher says
- iv. Write down the big ideas
- v. Use abbreviations for commonly occurring names and words
- vi. Leave lots of room on the page
- vii. Use diagrams and pictures wherever necessary
- viii. Write down corresponding page numbers from your textbook
- ix. Review your notes for accuracy
- x. Obtain notes for missed classes

Q.10 Verbal and Non-Verbal Communication

Verbal Communication

The Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In the case of the verbal communication, the feedback is immediate since there is a simultaneous transmission and receipt of the message by the sender and receiver respectively. The sender must keep his speech tone high and clearly audible to all and must design the subject matter keeping the target audience in mind. The sender should always cross check with the receiver to ensure that the message is understood in absolutely the same way as it was intended. The verbal communication is applicable in both the formal and informal kind of situations.

Non-Verbal Communication

The Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, body language, postures, and gestures is called as non-verbal communication.

The Non-Verbal Communication, unlike the verbal communication, helps in establishing and maintaining the interpersonal relationships while the verbals only help in communicating the external events. People use non-verbals to express emotions and interpersonal attitudes, conduct rituals such as greetings and bring forward one's personality.

The non-verbal communication in the form of signals, expressions add meaning over the verbals and help people to communicate more efficiently. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions. The non-verbal communication defines the distance between the communicators and helps them to exchange their emotional state of mind. Also, it regulates the flow of communication.

SECTION "B"

Q. 11 Fill in the blanks.

- 1) a. The common fear of public speaking is called **gloss phobia**.
- 2) b. The purpose of a **Conference** is to confer with persons having similar interests and also to pool their experiences and opinions.
- 3) c. **Ibid** is used when citing a new reference that is from the same text as the preceding reference.
- 4) d. Personality is a person's unique pattern of **traits**.

Q. 12 State true or false.

- 1) a. True
- 2) b. False
- 3) c. True
- 4) d. True